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ABSTRACT

A project was undertaken in New York State to develop a low-cost statewide system for identifying and disseminating information on two-year college programs or activities that are effective in addressing a major occupational education issue. The resulting system consists of the following components: (1) a call for nominations, which involves the direct mailing of application forms to selected administrators at each public and independent two-year college in the state; (2) the selection of nine judges; (3) the preparation and dissemination of abstracts for the nominated projects; (4) the screening and rating of the nominated projects by the judges and the identification of projects to be "showcased"; (5) the preparation and dissemination of articles and fliers on the selected projects through direct mailings and distribution at conferences; (6) the provision of replication assistance funds; and (7) analysis of the impact of the dissemination and replication activities. The project manual provides an overview and history of the project, and for each of its components, includes information on the materials and methods used, recommendations, and a time frame for completion. Relevant materials such as application forms, sample project abstracts and fliers, and follow-up questionnaires, are also included. Abstracts of the 43 projects nominated during 1982 are provided. (HB)

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A SYSTEMATIC GUIDE TO IMPLEMENTING SHOWCASE OF EXCELLENCE

A STATEWIDE SYSTEM FOR DISSEMINATION, DIFFUSION AND UTILIZATION

VEA 53-82-9000

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JC 830 418

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SEPTEMBER 1982

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Research literature concerned with dissemination indicates that few solutions are successfully diffused and institutionalized. Even massive national efforts such as Educational Resources Information Centers (ERIC), designed to disseminate information about educational innovations, continue to struggle with the problem of how to make potential users aware of educational innovations. Yet, there is general agreement with the common sense notion that it is not cost effective for local institutions to continually re-invent solutions to local problems and issues.

Each year many dollars are expended at two-year colleges in development of programs and products to address an issue or problem that is emerging or has previously emerged at other institutions. Over the years many such programs/projects have been supported by Vocational Education Act grants that are initiated, implemented, and concluded in relative isolation. Even though written reports are available from a number of sources, the greatest potential reusable resource--the professional staff with their skills and knowledges--are essentially unavailable to all but those few closely associated with the developer. As a result, others facing similar problems are unable to take full advantage of the experiences and outcomes of previous efforts. Diffusion and utilization are more often accidents or happy circumstances than results of rational policy.

The goal of this project was to develop a low-cost statewide diffusion system in New York State that, subsequent to testing and validation, could be effectively turnkeyed and continued as part of the coordination activities of the State Education Department or other agency with statewide responsibilities. During the past three years the system has been developed, tested, revised and validated for efficiency and effectiveness, and consists of the following components:

- call for applications
- judging of applications for those worthy of "Showcasing"
- dissemination/diffusion activities to increase awareness among New York State two-year colleges of the "solution" potential of Showcase projects
- support of linkage and adaptation processes
- development of forms and materials to facilitate the total process
- evaluation of effectiveness

In two nomination cycles, 126 projects/programs were nominated. Of these, 23 were designated as Showcase projects by panels of judges and received intensive efforts to facilitate adaptation by other colleges. During each cycle abstracts of all nominated projects were disseminated in a bound publication. Individual fliers were prepared for each Showcase project, and disseminated by mail and at conferences. News releases, professional meetings and other informal methods were also used to increase awareness of the Showcase projects and procedures to foster peer-to-peer linkage and local adaptation efforts.

Combined data for Showcase '80 and '82 cycles show that over 250 inquiries of interest were received from staff members of public and independent colleges across the State. More detailed information, usually print materials, were shared by the developers and the linking agency. Site visits and the exchange of mediated materials were also employed if appropriate to the project. Nearly 10 percent of the inquiries made application for replication assistance funds and 17 received support to proceed with adaptation/utilization.

To assess the impact of the system and the specific components within the system, follow-up surveys were completed by nominees and Showcase project developers from both cycles. On-site interviews, telephone consultations, and questionnaires were used to develop 17 case summaries of the supported linkages. Selected findings include:

- 75 percent of initial inquiries were in response to the targeted flier dissemination technique. Bound documents brought significantly fewer inquiries as they were often viewed as "reports."

- Even though printed materials gave the option of contacting either developer or linker, most inquiries were initiated with the linking agency rather than the developer. The role of linking agency was seen as technical, and as a "legitimatizing" function. Individual staff members were more likely to consider adaptation when the linking agency (as represented by project staff) was known.

- The developer role is sometimes assumed or overlooked. In a peer-to-peer situation, the developer is crucial in guiding potential adapters to individualization of the project to local needs. If a developer lacks commitment to openly share ideas and materials, few interested adapters will persist. Equally important are instances when high demand places undue burden on the developer, which can result in a reluctance to share.

- Interest was more frequently expressed in adapting components of projects rather than in replicating total projects.

- Projects with a product were adapted more frequently than process-oriented projects. A readily usable product turns curiosity almost immediately into improved practice.

- Adaptation is more likely to reach fruition when a Showcase project presents something that a potential adapter has already tentatively decided needs to be done or that the institution has deemed a priority. The continued pursuit of information leading towards adaptation becomes one of self-interest and a diffusion system best serves these cases.

- Some "seed" money is an important part of the system. Often the mere existence and availability of very modest amounts provided the impetus to adapt.

Based on three years of research and development, a workable system for dissemination and utilization has been developed. The response and acceptance by two-year college staff, the individuals for whom Showcase was designed, is evidence of the usefulness of the system to postsecondary occupational education.

PLANNING FOR SHOWCASE

After becoming familiar with the Showcase process and materials contained within this document, the following planning decisions must be addressed:

- Designation of Linking Agency
- Steering Committee Membership
- Administrative and Staff Assignments
- Timeline, Funding Cycle(s) and Target Amounts
- Lead Time Necessary for Printing of Applications

General Recommendations

1. That Showcase be recycled every two years.

2. That modest amounts of replication assistance funds be made available; our experience indicates that a total of $2,000 to $3,000 is sufficient if the suggested range for requests for seed money support is $200 to $300.

3. That the linking agency be known by the field, i.e., Bureau of Grants Administration, Two-Year College Development Center, and available by telephone.

4. While the visible activities of Showcase can occur in a 12-month time span, planning, printing, follow-up analyses and reporting dictate a 16-month activity schedule for the administrative (linking) agency resulting in expenditures from two budget years.

5. The publication of all nominees does not appear to be a useful diffusion strategy from the point of view of encouraging replication but does have value in that it recognizes all applications regardless of the judging results. It is also a quick reference to people and projects that may be useful in other situations.

Estimated time: 2 to 3 months

SHOWCASE ACTIVITY TIMELINE

Activity Stages	July Planning	Sept 1	Oct 2	Nov 3	Dec 4	Jan 5	Feb 6	Months Mar 7	Apr 8	May 9	June 10	July 11	Aug 12	Sept 13	Oct 14
I. Call for Nominations		mail & receive applications													
II. Select Judges		secure agreements													
III. Nominee Dissemination				prepare & mail											
IV. Judging Process				screen rate											
V. Dissemination & Diffusion				prepare, print, mail fliers, linkages with developers, communicate, mail Showcase letters to developers; replication assistance information											
VI. Replication Assistance								send, advise & allocate replication funds per requests							
VII. Impact Assessment												follow-up studies; data analyses			

Activity Stage I

CALL FOR NOMINATIONS

Materials: Application Form

Method: Direct mail to Presidents, Chief Academic Officers, Chief Student Personnel Officers, Continuing Education Directors/Deans, Grants Officers, at all public and independent two-year colleges with occupational education programs.

Recommendations:

- Supplementary distribution to individual staff members will help
- Multiple copies to Chief Academic Officer for distribution to department chairs
- Allow eight weeks for return, longer if vacation period intervenes
- Be prepared to answer questions from individuals regarding late submission and kind of information to include
- Screen applications as they arrive for completeness and required signature as local quality control
- Generally be encouraging and inclusive rather than discouraging and exclusive
- Pre-print a minimum of 750 application forms
- Optimal mailing periods:
  a) September; dissemination of Showcase projects in January
  b) March; dissemination of Showcase projects in September

Time: Nine weeks following availability of printed applications

State University of New York at Albany

TO: Two-Year College Presidents, Academic Officers, Student Personnel Officers, Continuing Education Directors and Grant Coordinators

FROM: Gene M. Winter and LaVerna M. Fadale
Two-Year College Development Center

RE: Showcase 1982

DATE: October 20, 1981

The Showcase Project was first initiated in late 1980 as a Search for Excellence in New York State Postsecondary Occupational Education with a long-range goal of developing an ongoing dissemination and diffusion system. That year, 83 projects were nominated and their abstracts disseminated. Fifteen of those were chosen by a statewide panel of judges for wider dissemination as Showcase '80 projects. Information on the projects and linkages to the developers has been ongoing in response to over 100 inquiries from two-year college staff members. In addition, ten local adaptation efforts have received support from Showcase Project funds.

Enclosed are application forms for Showcase '82 which announce the second opportunity for two-year colleges to identify those projects, programs, or activities that are perceived at the local level to be effective in addressing one or more of the issues facing postsecondary occupational education in New York State.

We are requesting that completed forms, signed by the President or official designee, be returned on or before November 30. We anticipate the judging to be completed and announcements of the Showcase '82 Projects of Excellence to be made shortly before the Christmas holiday. Dissemination and linking developers with potential adapters will occur during second semester.

We have enclosed several copies of the application forms. Would you please help us in distribution by sharing the extra copies with staff at your college that may be interested in submitting a project application?

We feel sure that a potential Showcase project(s) exists at your campus and encourage you to submit it for consideration. If you have any questions, please call us at any time. We look forward to a successful Showcase '82 cycle.

ercs.

Draper 306, 135 Western Avenue, Albany, New York 12222, 518/455-6271

SHOWCASE '82

STATEWIDE SEARCH FOR EXCELLENCE IN NEW YORK STATE POSTSECONDARY OCCUPATIONAL EDUCATION

The Two-Year College Development Center of the State University of New York at Albany, in cooperation with the Bureau of Grants Administration, State Education Department, is pleased to announce a call to submit for Showcase of Excellence '82 (VEA 53-82-301-0170). All two year colleges in New York State are being invited by this announcement to identify and submit locally developed efforts which are particularly successful in addressing a problem or issue facing postsecondary occupational education. We seek programs, projects and/or materials, not previously nominated as part of the Showcase '80 project, for consideration as 1982 Projects of Excellence in New York State Postsecondary Occupational Education.

Our experiences with the Showcase project activities verify that every college has developed local solutions, unique ways of doing things, that result in more effective career programs. The problems and issues addressed are common to most colleges at some point; the solutions are not. Yet, many locally developed solutions have the potential to be adapted and implemented at other campuses. Thus, once a project has been identified as a Project of Excellence, our efforts will focus on dissemination, diffusion, and the promotion of linkages between developers and potential adapters.

The process is simple and straightforward. The completed application form signed by the college's chief executive officer is evidence of a qualitative judgment and serves as the principal criterion for consideration as a Showcase of Excellence '82 project. From those submitted, a statewide panel of judges, representing postsecondary occupational educators, will review and select those projects that show the greatest potential for increasing educational effectiveness at other institutions throughout New York State.

The criteria for judging will include perceived importance of the problem/issue addressed, evidence of local effectiveness, potential for adaptation given normal college constraints of staff and resources, and availability of materials for sharing or assumption of responsibility to provide such materials with minimal financial support from Showcase.

Based on the experience of Showcase '80, the projects with a product (such as manual, survey form, report, media package) can be most readily shared and understood by potential adapters. These project materials will serve as the basis for diffusion to potential adapters at other two-year colleges.

All application forms must be received by November 30, 1981. Selections will be announced in late December. If there are any questions or more information is needed, please contact:

Gene M. Winter, Project Director
Two-Year College Development Center
State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222
(518) 455-6271

SHOWCASE '82

APPLICATION FORM

STATEWIDE SEARCH FOR EXCELLENCE IN NEW YORK STATE POSTSECONDARY OCCUPATIONAL EDUCATION

Description

Title:

Contact person(s):

Address:

Phone:

[In 200 words or less use the space below to briefly describe the project. Include goals/objectives, activities, and outcomes achieved. (Please type and proof carefully as this abstract page will be duplicated for statewide dissemination without further editing).]

What concern, issue, or question does this project address?

What is the primary target population, group, or function involved? (for example: students in health sciences, business faculty, handicapped students, employer contract courses, recruitment procedures)

Date project was begun:
Date project was fully operational:
Source of funds used in development:

Evidence of Effectiveness

Numbers served:
Summarize appropriate evaluation data or other evidence to support a judgment of merit:

(Final or interim reports may be attached as supportive materials)

Ease of Adaptation

What project materials are currently available that can be readily duplicated and shared with a potential adapter?

_____ manual or guidebook
_____ instructional materials
_____ instruments (survey, test, inventory)
_____ other: please list .....
_____ slide-tape set
_____ videotape
_____ report(s)

Is this project a component of or related to another Showcase '82 submission? _____ Yes _____ No

If yes, please identify the related submission(s) by title:

If another campus were to adapt this effort for their own use, what are minimum resource requirements or other special conditions? (for example — equipment, personnel, facilities)

I understand that by submitting this project the college agrees to share products, publications and materials with potential adapters at cost of duplicating.

_____
Signature of Chief Executive

_____
College

_____
Address

_____

Please return completed nomination forms by November 30, 1981 to:

Gene M. Winter, Project Director
Two-Year College Development Center
State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222
(518) 455-6271

(Colleges may submit as many nominations as they wish. Please duplicate this form as necessary.)

Activity Stage II

SELECTION OF JUDGES

Materials: See Activity Stage IV, Judging Process

Method: Identify judges and seek agreement to serve

Recommendations:

- Nine judges be selected
- Each judge be experienced in postsecondary education and hold a position with some general educational perspective
- Each judge be directly representative of one or more of the following constituencies/positions:

  President, Student Personnel, Academic Affairs, Continuing Education, Grants Coordination, CUNY and SUNY Central Administration, State Education Department, Agricultural and Technical Colleges, Independent Colleges, Community Colleges, larger and smaller colleges, urban, suburban and rural colleges
- Stress importance of availability to meet as a panel for actual judging
- Individual judgment/respect is a more important qualification than recognized expertise in a particular field but both are desired
- Judges' anonymity be guaranteed
- Select judges at beginning of the call for nominations

Time: Four weeks

Activity Stage III

NOMINEE DISSEMINATION

Materials: Completed Applications, page 1
Sample Cover Design and page

Method: Assemble copies of application pages; edit, retype only as necessary; determine quality of publication desired; add key words, table of contents, dates and other publication details

Recommendations:

- Cost and time constraints will need to be determined; this document does little to generate peer-to-peer linkages but is a useful reference and public relations tool
- Print enough to send to each nominee and multiple copies (5-10) to each college
- This work can be begun when first applications are received and be completed during or after judging process

Time: Two weeks plus time at printer

Abstracts of projects nominated for SHOWCASE '82

Statewide Search for Excellence in Postsecondary Occupational Education

Two-Year College Development Center
State University of New York at Albany

(VEA 53-82-9000)

January 1982

DESCRIPTORS:

Preparatory Program
Practical Nursing

TARGET AUDIENCE:

Enrolled Students -
Allied Health

Title: READINESS FOR HEALTH SCIENCES PROGRAM

Contact person(s): Sandra Alpert, Director
Practical Nursing Department
Address: Elizabeth Seton College
1061 North Broadway
Phone: Yonkers, New York 10701
(914) 969-4000, ext. 288

The Readiness for Health Sciences Program at Elizabeth Seton College was developed in response to an identified need for a preparatory, remedial curriculum for some applicants to the Practical Nursing Program.

Admission requirements for entry into the one-year certificate Nursing Program includes achievement of an overall 50th percentile on the Psychological Corporation Entrance Examination. (see addendum)

Previously, applicants to nursing who scored in the 35th to 45th percentile, but met all other criteria for admission, were advised to enroll in a General Studies Program, and then re-apply to the Nursing Department. Increased attrition and academic problems among these students prompted an assessment of their special needs, the outcome of which was "Readiness for Health Sciences", a preparatory program within the General Studies curriculum, tailored for students aspiring to nursing or other Allied Health Programs in the College.

The Readiness Program provides three packages or options, designed to meet the needs of this primarily adult, non-traditional population, many of whom are entering college for the first time. It addresses the following student concerns:

1. Time constraints - The Readiness Program can be completed on a full or part-time basis, in one or two semesters, in the day or evening.
2. Relevance - Required courses in the humanities, social and natural sciences are combined with developmental course work. Students progress toward their career goals, taking courses they perceive as relevant, while improving their basic skills through remediation.
3. Financial concerns - The Readiness Program meets Federal and State guidelines for eligibility for financial aid through BEOG and TAP.
4. Choices - Several options are available to students within the Readiness curriculum (see addendum). Since the program is a part of the General Studies curriculum, students that do not qualify for an Allied Health major may eventually complete their Associate Degree in General Studies.

Activity Stage IV

JUDGING PROCESS

Materials:

Copies of Applications for Each Judge
Application Screening and Rating Sheets
Supplementary Materials to Applications (if submitted)
Summary Rating Form

Method:

- Number each application
- Determine if screening can be done by all judges; if not, a subcommittee or ad hoc staff should be identified.
- Screening group asked to rate each nomination in one of three groups:
  1) definitely considered for finals
  2) probably considered for finals
  3) probably not considered for finals

  using the top section only of the rating sheet. A sheet must be completed for each application. Applications receiving a screening rank of 3 from a majority of the screening group are eliminated.
- Bring judges together for the rating process; ask each judge to rate each surviving application using the Application Rating Sheet; a discussion among judges and sharing of information is encouraged. A Rating Sheet must be completed for each application.
- Staff compile ratings by transposing each judge's numerical scores to ranks (see example). Results are then analyzed by several methods to seek a consensus of the judges.
- Analyses are shared with judges by mail for their confirmation of the results.

Recommendations:

- If applications total approximately 40 or less the screening can be done by all judges by mailing copies of the applications and screening summary forms. Results can be compiled by staff in preparation for the judging session. Judges would bring their application copies (numbered) to the session.
- All judges should meet as a group. The sharing of information and opinions is very valuable. However, the rating could be done by mail if schedules will not permit attendance.
- Supplementary materials should be available for review by the judges.

- Arbitrary cut-off criteria can be made at any point, e.g., a majority of the judges rank the application in the top 20 percent; all judges rank the applications in the top 50 percent; seven of nine judges rank the application in their top 40 percent; all ranks averaged and highest 20 percent chosen, etc.; different criteria can make winners or non-winners out of the same application. This is a judgment made on the basis of the best consensus that includes the most applications. The budget for printing and diffusion is also a factor. We recommend that approximately 20 percent of the number of applications submitted be an arbitrary goal for the number of Showcase projects.

Time: Four to six weeks depending on availability of judges.

EXAMPLE

SUMMARY OF SCREENING PROCESS

Application #	No. of Raters	Frequency of Ratings A	B	C	Results
1	5	1	0	4	elim.
2		2	3	0	
3		4	1	0	
4		0	2	3	elim.
5		5	0	0	
6		3	1	1	
7		2	0	3	elim.*

*If this wide variance occurs, staff may choose to include anyway.

EXAMPLE

SUMMARY OF JUDGES RATINGS

Applic. #	Score-Rank J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	# in top 8
2	35-14	75-12	70-11	80-9.5	68-12	40-14	80-7	74-10	77-11.5	1
3	40-12	80-10	75-8	87-6	72-10	45-13	85-5	70-12	80-10	3
5	55-8.5	85-6.5	92-4	92-3.5	77-7	55-10	75-9.5	83-6	83-8.5	(7)
6	40-12	65-13	50-14	75-11	71-9	. . .				1
8	70-2.5	90-2	93-3	98-1	83-4	. . .				(9)
12	50-10	90-2	96-2	86-7	. . .					(8)
16	65-4.5	80-10	65-12	80-9.5	. . .					6
19	70-2.5	80-10	76-9	85-8	. . .					6
23	60-6.5	85-6.5	70-11	. . .						4
32	55-8.5	88-4.5	. . .							5
36	40-12	60-14	. . .							0
39	60-6.5	82-8	. . .							6
43	75-1	90-2	. . .							(9)
44	65-4.5	88-4.5	. . .							(7)

Possible numerical rating 1-100; possible ranking 1-14; if more than one application has same numerical rating, rank is the mid-point for all with that numerical rating. For example: if a judge rates 3 applications as 95 and 95 is the highest rating given, each application receives the rank of 2.

In the example above, seven of nine judges ranked application numbers 5, 8, 12, 43, and 44 in the top 20 percent of their ratings. Only two applications (of the 14 included in the example) received ranks in the top 20 percent from all nine judges (#8 and #43).

If data on 40 or more applications were included and tabulated, trends would emerge to guide the best criterion decision given the total number of applications and the funds available for subsequent dissemination and diffusion activities.

SHOWCASE '82

Pre-Sort Rating Form

Primary criteria: importance, effectiveness, adaptability or transportability

Secondary considerations: quality of evidence, innovativeness, priority of target audience/subject

Pre-sort Ratings: H = probably higher rating, more worthy than many
U = unsure, could be convinced either way, deserving a second look
L = probably lower rating, not a serious contender

Application #	Pre-sort Rating	Application #	Pre-sort Rating
1		23	
2		24	
3		25	
4		26	
5		27	
6		28	
7		29	
8		30	
9		31	
10		32	
11		33	
12		34	
13		35	
14		36	
15		37	
16		38	
17		39	
18		40	
19		41	
20		42	
21		43	
22		44	

_____Project Id. Number

SHOWCASE OF EXCELLENCE 1982

Application Rating Sheet

Directions

Rate each project by each of the three categories below. The sub-items under each category are to be used as guides for the total score for each section. All sub-items may not apply equally to any given project. Each section has a blank item that may be useful if an item is not appropriate for a given project application.

_____ I. Effectiveness (up to 30 points)

a. evidence submitted

b. magnitude of results

c. other; specify: _____

_____ II. Importance (up to 30 points)

a. problem/issue addressed is common to many colleges

b. clients served are among current priorities

c. special advantages of this approach over other known approaches

d. other; specify (such as innovativeness): _____

_____

_____III. Adaptability/Transportability Potential (up to 40 points)

a. clarity of essential elements/components

b. feasibility of acquiring local resources necessary to adapt

c. availability of material resources to assist adaptation

d. feasibility of adaptations of components rather than the total project

e. other; specify: _____

_____ TOTAL RATING

Activity Stage V

DISSEMINATION AND DIFFUSION

Materials:

Announcement of Showcase Judging Results
Applications Selected as Showcase Projects
Fliers of Showcase '82 Projects

Method:

- Send congratulatory announcement letter to developers of Showcase projects and their presidents; send announcement letters to all applicants
- Submit announcement type articles to State agency newsletters and similar publications
- Make color, format and number decisions on individual project fliers and send copy (from applications and model fliers) for printing
- Disseminate fliers to colleges using mailing list used in Activity Stage I plus targeted distribution to department chairs at each college selected by subject area
- Arrange for additional dissemination by individuals at conferences and meetings
- Collect and prepare for mailing those materials from each Showcase project that the linking agency will send on request
- Suggest to developers the kinds of materials that potential adapters would find useful
- Organize a mail referral system to link developers with adapters

Recommendations:

- A site visit to developers is valuable to them and the college but if not feasible it is important to personally talk with developers regarding the role of the linking agency and their role in the peer-to-peer system to establish expectations
- If possible each individual flier should be printed on different colored stock
- Batch mail multiple copies of the fliers, particularly to department chairpersons

- Linker agency role is essential. It will involve explanations and suggested actions as well as prompt mail referrals.

- Assuming that replication assistance funds will be available, be prepared to explain the procedure and to suggest maximum amount available

- The timing of fund availability is important; recommend allowing at least a semester for this phase

Time: Eight to 10 months; most of which is concurrent with Stage VI.

State University of New York at Albany

TO: Two-Year College Presidents
Chief Academic and Student Affairs Administrators
Continuing Education Directors
Grants Officers

FROM: Gene M. Winter and LaVerna M. Fadale

DATE: February 22, 1982

SUBJECT: Applications and Results of SHOWCASE OF EXCELLENCE Judging

The Two-Year College Development Center is pleased to announce the outcomes of the identification phase of the Showcase 1982 project (VEA 53-82-9000), which is being implemented in cooperation with the Bureau of Grants Administration, New York State Education Department.

The purpose of the initial phase of the project was to identify those projects, programs, systems and/or materials that had been locally developed and nominated by the local institution as worthy of Showcase consideration. The 43 nominations are abstracted in the enclosed publication.

A panel of nine judges, professional educators from public and independent two-year colleges, City and State University Central Administrations and the State Education Department, have selected eight projects listed on the enclosed announcement for more intensive dissemination/diffusion activities. Individual flyers will be distributed next month that will present the eight selected projects in greater detail. The flyers will be widely distributed to foster linking of developer with potential adapter. The Showcase project will also be able to provide seed money to support replication efforts by a college.

You need not wait for the flyers to arrive. If any of the projects are of interest, please contact us or the developers. Each has materials and information to share. We and the project developers look forward to hearing from you.

encs.

Draper 306, 135 Western Avenue, Albany, New York 12222, 518/455-6271

SHOWCASE OF EXCELLENCE 1982

is pleased to announce

THE BEST-OF-SHOWCASE PROJECTS

ASSISTANCE IN DEVELOPMENT (A.I.D.)
Dr. Barbara Davis
Dr. John Blasi
Onondaga Community College

CAREER FORUMS, 1981
Susan M. Kuncio
Cayuga Community College

THE CENTRALIZED LEARNING LAB
Eleanor Carter
Catherine Heiser
SUNY Agricultural & Technical College, Cobleskill

THE EFFECTS OF ACADEMIC CONTRACTING ON G.P.A. FOR STUDENTS IN ACADEMIC DIFFICULTY
Dr. John Hudesman
New York City Technical College

IMPLEMENTATION AND USE OF COMPUTER AIDED DRAFTING
William Kelly
Mohawk Valley Community College

NURSING: CONTINUING EDUCATION
Dr. Fran A'Hern Smith, R.N.
Tompkins-Cortland Community College

THE SECOND CAREER TRAINING INSTITUTE
Willa Reichbach
Pauline Herman
Westchester Community College

A TRANSFERABLE ORIENTATION PROCESS-SMOOTHING THE TRANSITION FROM CLASSROOM TO WORKPLACE
Judith A. Bulin
Monroe Community College

(VEA 53-82-9000)

Activity Stage VI

REPLICATION ASSISTANCE

Materials: Replication Assistance Form
Letter of Acceptance

Method:

- Establish linker agency approval process regarding replication funds
- Personally discuss intent of the process with interested parties as well as expectations regarding funds, time-line, uses and accountability
- After talking with potential adapters, mail Replication Assistance Form and information regarding accountability
- Process applications and approve funds promptly
- Monitor requests to assure proper use of funds

Recommendations:

- Expect partial rather than total replications
- Linker role is one of providing advice and encouragement in the replication process but always within reasonable bounds of total dollars available. Some potential replicators will require maximums to be stated.
- Clarification and modification of objectives and activities submitted on the Replication Assistance Form is often needed
- Replication assistance approval authority should rest with one person even though several linker agency staff may recommend approval
- Site visitations should be encouraged; most can be done with local funds
- Approval of replication assistance funds can often lead to other local funds being allocated for the program
- Periodic contact with developers often provides information useful to the replication process

Time: Seven to nine months

State University of New York at Albany

We are pleased to approve your request for Replication Assistance Funds as part of the Showcase '82 project. We have begun processing of a check to the College as a one-time advance to be used for purposes detailed in the approved budget request (attached).

By accepting these funds, your College agrees to provide us with auditable records showing expenditure of these funds for the approved purposes, not later than September 30, 1982. The College also agrees to return any funds not expended for approved purposes by the same date. We will also need a brief (one or two page) progress report on activities as of September 1982.

If, for any reason, these terms are found to be unacceptable by your College, or if there are any problems, please contact us immediately. We wish you success in this endeavor.

Sincerely yours,

Gene M. Winter
Project Director

enc.
cc:

Draper 306, 135 Western Avenue, Albany, New York 12222, 518/455-6271

State University of New York at Albany

SHOWCASE '82 REPLICATION ASSISTANCE FUNDS

The Showcase '82 project has a limited amount of funds that can be granted to colleges for the purpose of assisting them to undertake an adaptation or replication of a Showcase project. The funds are dispersed in response to the completion of the enclosed application form signed by the college staff member responsible for carrying out the adaptation and the President or fiscal designee. Upon approval, a check for the amount will be sent to the college. The funds must be expended for the purposes outlined on the application no later than September 30, 1982. A brief activity report and an auditable record of the expenditures will also be required as of the same date. Unused funds must be returned.

Since each adaptation effort will differ, there is no specific dollar amount targeted for each mini-grant but we are unable to consider grants in excess of $500 except in rare cases. We expect most efforts to be less than that amount. Applications will be considered on a first-come basis.

Please call us with questions.

Gene N. Winter
Director
Two-Year College Development Center

Draper 306, 135 Western Avenue, Albany, New York 12222, 518/455-6271

SHOWCASE '82
(VEA 53-82-9000)

REPLICATION ASSISTANCE FUNDS APPLICATION

Name: _____
(title)

College: _____

_____ ( )_____
(address) (telephone)

Identification of Showcase Project:

Title: _____

Developer: _____

A. Briefly describe your interest in this project and how it fits within your department or campus activities, priorities and needs.

B. What is the scope of your adaptation intentions and how will the use of Showcase Replication Funds assist you in getting underway?

C. What outcomes do you hope to achieve in the next few months and next academic year?

D. Will local administrators and/or staff members be involved in adaption efforts at your campus? If so, do you have the necessary administrative approvals and support to undertake this project?

E. Budget: (New York State Rates and Regulations Apply to All Items)

[All expenditures must be completed by September 30, 1982]

1. Salaries/temporary service.

Position	Basis of Pay Rate	Amount

Subtotal #1 ☐

2. Purchased support services.

Position	Basis of Payment	Amount

Subtotal #2 ☐

3. Supplies and materials (number or other basis of item amount).

Subtotal #3 ☐

4. Travel expenses for on-site consultation.

Position	To/From; Reason for Travel; Rate	Amount

Subtotal #4 ☐

5. Other:

Subtotal #5 ☐

----------TOTAL REQUEST ☐

Signatures:

(Staff member submitting request) (Date) (President or Fiscal Designee) (Date)

Please return form to: *Dr. Gene M. Winter, Director*
Two-Year College Development Center
State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222

Activity Stage VII

IMPACT ANALYSIS

Materials: Follow-up Questionnaires to Developers and Inquirers
Follow-up Survey of Supported Replicators

Method:

- Compile linking agency data on requests for information
- Mail follow-up questionnaires to developers six to eight months after Showcase designation to add to linker data
- Mail follow-up questionnaire to inquirers
- Monitor and follow-up as necessary those granted replication assistance funds
- Analyze data; frequency of inquiries by Showcase project, subject, source (faculty, chair, administrator), dissemination medium (flier, publication of nominees, conference); to the extent possible, estimate return compared to dissemination technique; summarize impact from inquirees; summarize impact from replication assistance funds included additional funds/support caused by granting of replication assistance funds; summarize impact on developers (such as costs, increased status, complaints, inquirer visits, consultant relationships)
- Seek and compile other informal feedback in course of other duties

Recommendations:

- If a log of inquirers is kept during Stages V and VI, the linking agency has a head start on the impact analysis
- Telephone discussions with Showcase developers and replicators can add useful insights
- Optimal timing of the follow-up surveys depends on related events such as the dates of approval of expenditures as well as local campus academic schedules

Time Estimate: Four to six weeks minimum with continued activity on an informal basis during the project year.

State University of New York at Albany

TO: (To Adapters Supported by Project)

FROM: Gene M. Winter and LaVerna M. Fadale

DATE: October 13, 1982

RE: Showcase Replication Assistance Funds (VEA 53-82-9000)

Recently you have received funds to support local efforts in adapting or replicating a Showcase '82 project. As previously indicated, we are seeking information regarding outcomes associated with these funds. Would you please respond to the following questions and return them as soon as possible but not later than October 25? Thank you for your cooperation. It will greatly help us in compiling the final project report.

1a. In the application for Showcase Replication Funds, a long-range goal was identified. How much progress has been made toward that goal at this time?

b. How were Showcase funds used in working towards that goal?

2. If Showcase funds had not been available, what progress, if any, do you think would have been made toward achieving your goal?

3. Did Showcase funds lead to acquisition of other support or additional local funds? ____ Yes ____ No

If Yes, please explain:

4. Please add other comments that will help us assess the impact of the Showcase project.

Thank you for your assistance.

Draper 308, 135 Western Avenue, Albany, New York 12222, 518/455-6271

SHOWCASE '82 Reaction Sheet
(VEA 53-82-9000)

TO: (To all inquirers)

We are nearing the close of the Showcase '82 Project, and are in the process of assessing the impact of peer-to-peer dissemination activities. We are aware that you requested more information about the Showcase'82 Project entitled

_____

Would you please help us by responding to the following.

A. *Which of the following best describes the nature of your inquiry? (please check)*

____ *we were already planning/investigating the topic addressed by the Showcase project*
____ *to improve an existing program similar to the Showcase project*
____ *personally interested in the Showcase project topic/subject*
____ *the Showcase project was directly related to a new or emerging department/college priority*
____ *other:* _____

_____

B. *What changes in programs, services or other activities <u>have</u> or <u>will</u> take place as a result of your Showcase inquiry? Briefly describe.*

_____

_____

_____

_____

C. *Did the results of your inquiry meet your expectations? Please explain.*

_____

_____

Thank you for your cooperation. Please return your completed form by September 27 to

Dr. Gene M. Winter, Director
Two-Year College Development Center
State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222

Showcase Follow-up

Showcase Project: _____

College: _____

Developer: _____ (To all developers)

I. *According to our records, the following have made contact regarding your project and the potential of adaptation. Would you please code the inquiry and action taken for each of them? Also please identify and code other contacts you have received concerning your Showcase project. (If the codes do not describe a situation, please describe briefly.)*

Response Code

Kinds of Inquiries	*Actions*
1-casual inquiry	*1-telephone discussion*
2-personal interest	*2-more information sent*
3-semi-official or official inquiry	*3-personal visit arranged*
4-other; briefly describe	*4-applied for funds from Showcase project*
	5-other; briefly describe

Name and College of Inquirer	*Kind*	*Action*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. *Briefly describe your reaction to your role as developer. Given your preferences, what would you have liked to see done differently:*

III. *Briefly describe your reaction to the role of the linker (Two-Year College Development Center). How should this linking role be changed?*

IV. *Other comments regarding the Showcase project:*

Please complete and return on or before September 24, 1982 to:

Dr. Gene M. Winter
Two-Year College Development Center
State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222

Abstracts of Projects

Nominated for

Showcase '82

Statewide Search for Excellence in Postsecondary Occupational Education

VEA 53-82-9000

Project Staff

Dr. Gene M. Winter

Dr. LaVerna M. Fadale

Support Staff

Charlotte McAllister

Norah Davis

Two-Year College Development Center

State University of New York at Albany

January 1982

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Dean of Students
Herkimer County Community College

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Dutchess Community College

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Bureau of Grants Administration
State Education Department

Benjamin Welder
Associate Dean
Queensborough Community College

Ex-Officio Members:

Paul Chakonas
Bureau of Grants Administration
State Education Department

Michael J. O'Neil
Bureau of Occupational Education
Research
State Education Department

INTRODUCTION

This publication is the initial dissemination of applications received for consideration as Showcase '82 projects of excellence. The abstracts of each project are presented in the publication in the format received from 21 two-year colleges. A statewide panel of judges, representing postsecondary occupational educators, will select from these 43 applications the ones with greatest potential for adaptation and transportability. These selected projects will receive more intensive dissemination during the spring semester.

Since the long-range goal of the Showcase Project is to develop a cost-effective dissemination-diffusion process to serve postsecondary occupational educators in New York State, we encourage readers not to wait for the next dissemination phase but to review the projects contained in this publication and contact the project developer directly for more information. Each project merits consideration and each has ideas and materials to share that may be useful to educators in addressing issues and concerns on their campus.

We also request that our office be contacted to enable the Showcase project staff to be aware of interest in and reactions to this publication, and to facilitate the peer-to-peer dissemination process among individual projects whenever possible.

Funding for this project was provided under
PL 94-482 Title I, Vocational Education Subpart 3
Education Amendments of 1976
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New York State Education Department

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DESCRIPTORS:

Support Services

TARGET AUDIENCE:

Enrolled Students -
Continuing Education

Title: Adult Vocational Counseling and Guidance Center

Contact person(s): Barbara M. Johnson, Project Director

Address: New York City Technical College, Division of Continuing Education
300 Jay Street, Brooklyn, NY 11201, Room N301

Phone: (212) 643-5577

The VEA funded Adult Vocational Counseling and Guidance Center (AVCC) was established to meet the diverse needs of adult students in the Division of Continuing Education of New York City Technical College. Programs range from grant-based basic skills and vocational training courses geared toward traditionally bypassed populations - such as the deaf, the aging, women in non-traditional vocational training - to tuition-based technical courses for workers seeking upgrading.

The AVCC has developed programs adapted to the unique needs of its special constituencies. For example, we arranged to have a licensed physical therapist conduct weekly exercise and discussion classes to develop the confidence and physical strength of women entering nontraditional occupations, offered a stress management seminar for students entering management positions in a rapidly changing occupation, and assigned one counselor to work exclusively with deaf adults providing specialized support and placement services.

The AVCC has also served to connect the Division with the college and the community. Within the Division, the AVCC has encouraged greater utilization of courses currently available and made recommendations which resulted in program changes and new services to make programs more responsive to students' needs.

Ongoing outreach to community organizations insured that our programs meet community needs, and that target populations know of our programs.

Outreach to business, industry, and professional organizations related to our training programs provide feedback to insure that our training programs meet industry's needs; these relationships also provide an informal network for job placement of our students.

DESCRIPTORS:

Experiential Education
Advertising Design

TARGET AUDIENCE:

Enrolled Students -
Commercial Arts

Title: ADVERTISING ART PROGRAM

Contact person(s): ROBIN LANDA, Chairperson, Art Department

Address: 1061 North Broadway, Yonkers, New York 10701

Phone: 914 - 969 - 4000 (ext. 230) or 914 - 699 - 8121

Elizabeth Seton College is proud to grant AAS degrees to its first graduating class with a major in Advertising Design this June. The art department feels its program in commercial art is a successful one and we are always seeking new methods of instruction and learning reinforcement.

One aspect of this program which we find particularly successful is job placement during the freshman and sophomore years. Many of our students are currently working in the commercial art field. For example, Charles Longo of Yonkers is working for Spotlight Magazine, doing past-ups and advertisements. Dianna Leahy of Dobbs Ferry is working for Oceania Publications. Mary Ann Smith and Kathleen O'Connell, both from upstate New York, have started their own free-lance business with clients including So-Low Rent-a-Car, J & S Security System and Telcoa Alarm Company. These students, among others, acquired their jobs through the cooperative efforts of the art department and career placement office. Ms. Smith and Ms. O'Connell were urged by the art chairperson to take on a free-lance business because they were so highly skilled and talented even at the sophomore level of study.

Our objectives are to make direct connections between the classroom and the job field. Our students are immediately able to apply skills and concepts learned in the classroom in the real job situation. Their competencies are thereby reinforced and confidence lifted. At graduation they already have experience at entry level positions and are then able to move up the career ladder.

DESCRIPTORS:

Basic Skills
Career Decision-Making
Faculty Development

TARGET AUDIENCE:

Enrolled Students -
Educationally Disadvantaged

Title: Assistance in Development (A.I.D.)

Contact person(s): Dr. Barbara Davis, Director of Educational Development
Dr. John Blasi, Vice President for Academic Affairs
Address: Onondaga Community College, Syracuse, New York 13215

Phone: (315)469-7741

Onondaga Community College's AID (Assistance in Development) program is designed to help underprepared freshman students to succeed in their first collegiate semester and to remain in school to complete a degree. The program seeks to: 1) increase student interest and motivation through a personalized approach to advising and teaching 2) provide a comprehensive basic skills program in reading, writing and study skills 3) increase vocational direction and personal awareness through a program of guidance and information which integrates abilities, skills and classroom learning with available career options.

The AID program is a one-semester program for students from the bottom quarter of their high school classes. AID students take a one-week Orientation to College course prior to the commencement of classes. This course is taught by their AID advisor. Their courseload during the semester includes Developmental English, Reading and an elective in their curriculum. In addition they take a Study Skills course and Comparative Vocational Planning. Their AID advisor is their instructor for Study Skills and for one hour of the Vocational Planning course.

AID faculty are volunteers from the full college faculty in all areas who are given special training during the summer prior to their first teaching in the program. In-service training is provided on a regular bi-weekly basis during the year.

Enrollment in the AID program has been increasing since its inception. Students are almost unanimous in their approval of the study skills core. They also feel that their personal contact with their AID advisor is of great help in improving their outlook on school and on life in general. Retention in the four AID classes to date exceeds the average retention rate for the College as a whole and the students' grades average above 2.0.

DESCRIPTORS:

Individualized Instruction

TARGET AUDIENCE:

Enrolled Students - Allied Health

Title: The Audio-Tutorial Modular Approach in Human Anatomy and Physiology
A one-year, 26 Modules, introductory college level program

Contact person(s):
Dr. Joseph N. Muzio and Dr. Peter Pilchman
Address: Department of Biological Sciences
Kingsborough Community College
Phone: Brooklyn, New York 11235
212-934-5726 or 212-934-5502

Using the Audio-Tutorial (A-T) approach, designed and implemented by Sam Postlethwait at Purdue University in 1961, a one-year A-T program with 26 learning modules in human anatomy and physiology for the introductory level college student has been designed and implemented. Each module focuses on student objectives, readings, instructors, diagrams, self-tests, a glossary and other supportive materials: microscopic slides, film loops, references, related anatomical and physiological learning activities, etc. Accompanying the written materials is an audio-tape for each module, which is not a lecture, but a guide to support the student through the module. The activities are carried out in a modified laboratory, the Learning Center, which is also kept open throughout the week, and which can be used by students for repetition, for carrying out missed work, or for additional study. Each week, there is a 32-item multiple choice test that focuses exclusively on the student objectives for that particular module. Students also receive lectures that focus on some aspects of the modules, and meet in smaller, informal groups to discuss the module with the instructors. Focus is on mastery of underlying objectives, with the student actively involved in various learning activities.

The 26 module titles are:

1) Introduction to Human Anatomy and Physiology
2) The Cell and Its Environment
3) Tissues, Membranes, Glands and Skin
4) Skeletal System
5) Muscular System
6) Arthrology and Musculo/Skeletal Relations.
7) Digestive System
8) Energy and Metabolism
9) Introduction to Nervous System
10) Central Nervous System
11) Sensory Receptors
12) Eye and Ear
13) Autonomic Nervous System
14) Endocrine System
15) Reproductive Systems
16) Fertilization, Pregnancy and Birth
17) Human Genetics
18) Circulatory System: Blood
19) Circulatory System: Heart
20) Circulatory System: Peripheral Cir./Lymphatics
21) Respiratory System
22) Body Fluid Compartments; Urinary System
23) Fluid/Electrolyte Balance
24) Acid-Base Balance
25) Exercise, Anat./Physiol.
26) Human Body in Health/Disease

DESCRIPTORS:

Audiovisual Technology
Experiential Education

TARGET AUDIENCE:

Enrolled Students - Technologies

Title: Audiovisual Technology Curriculum

Contact person(s): Professor Donald J. Canty

Address: Bronx Community College
W. 181 Street & University Avenue, Bronx, NY 10453
Phone: (212) 220-6100

Bronx Community College offers over thirteen career path options to a student body with a 92% minority representation. One of the most recent career programs introduced by the College is the Audiovisual Technology curriculum. Begun in September, 1981, Audiovisual Technology is the only A.A.S. degree program of its type available in downstate New York. Approximately 50-55 students will enroll in the program before the end of the current academic year. The College believes the AV Technology program will both increase employment opportunities for minority graduates and also will meet the needs of New York City corporations seeking skilled media technicians.

A review of the literature and surveys taken by the College indicated a growing need for corporate audiovisual technicians with generalist skills. Although broadcasting and photography majors were in abundance, corporations lacked technicians experienced in non-broadcast areas of media operation and production. Corporations and major non-profit firms expressed a need for technicians for their in-house telecommunications, sales, and training media programs. College surveys showed New York City as one of the highest employment areas for audiovisual technicians.

The College Audiovisual Technology curriculum is competency-based. Students are evaluated on their ability to meet basic skills levels in each aspect of their course work. Audiovisual Technology courses include: Small Studio Color Television; Audiovisual Photography; Audiovisual Equipment and Maintenance; Multi-Image Operation and Production; and Audio Recording and Duplicating. Work experiences are built into the curriculum through a one-semester Cooperative Education component. Job placement services also will be offered to program graduates.

Funds to begin the Audiovisual Technology program have been provided by the New York State Education Department under the Vocational Education Act. The College has a modern, well-equipped Audiovisual Center on campus, complete with TV studios and other facilities. VEA funds have allowed the College to purchase additional instructional equipment and defray costs of staff with specialized skills in AV technology. Recruitment has emphasized the need for female AV technicians and the College expects at least 55% of students will be females.

DESCRIPTORS:

Career Development
Job Search Skills

TARGET AUDIENCE:

Community Groups -
Displaced Homemakers

Title: Career Directions for Homemakers

Contact person(s): Carmen Cordero and Judith Lightstone

Address: Bronx Community College GH 317, University Ave. & W. 181 Street, Bronx, NY 10453

Phone: (212) 220-6395/96

The Career Directions for Homemakers Program has been providing training and support services for divorced, separated or single heads of households since September, 1979. The program provides counseling and training to aid the target population in the transition from homemaking to reentry into the paid work force.

The objectives include recruitment of participants for face-to-face counseling in Spanish and English; conducting a series of job readiness workshops for those who have expressed a need for this kind of training; placing program participants in training programs, academic programs, and jobs; and providing over-the-phone information, referrals, and crisis intervention counseling.

The target population has a variety of needs which the program has been addressing through its activities. Homemakers who are forced into the labor market due to economic need are often lacking in job-search skills, self-confidence, and knowledge of community resources. They are often unsure of which occupatinn to pursue, and usually have a variety of practical problems to contend with (e.g., finding childcare, dealing with divorce). Through individual counseling and support groups, program participants sort through their own needs, goals, and priorities and work on issues interfering with their job searches. The Job Readiness workshop series provides training in such areas as assertiveness, test-taking, self-assessment of skills and values, and use of community resources. The program also makes over-the-phone and in-person referrals, and places participants in training programs, academic programs, and jobs, where appropriate.

The above services have been provided and placements made in numbers far surpassing those originally projected by the program. Furthermore, it has provided opportunities for many participants to make major positive changes in their lives.

DESCRIPTORS:

Career Development

TARGET AUDIENCE:

Enrolled Students & Community - General

Title: CAREER FORUMS, 1981

Contact person(s): Susan M. Kuncio, Director of Career Planning & Placement

Address: Cayuga Community College, Auburn, NY 13021

Phone: (315) 255-1743 Ext. 222

The Career Forums were a nine-week series of panel presentations designed to educate college students, area high school students and community people regarding the spectrum of career options and opportunities available. The broad career areas presented were: Science/Math, Law/Criminal Justice, Business/Secretarial/Data Processing, Technologies, Social Services, Education, Health Services, Humanities/Visual & Performing Arts, and The Trades.

Each panel consisted of seven members of the community who held representative positions within the broad career designation. Panel members explained the educational and experiential prerequisites for entry into the field, job responsibilities and characteristics, opportunity for future employment, availability of advancement within the field, and expected earning potential. Following the formal presentation portion of the program, questions were fielded from the audience.

The CCC student body, all area high school students, and the community at large were invited to attend the Career Forum Series. Panel presentations were outstanding and attendance was significant. Over 1300 people took advantage of the Career Forum Series.

Each program was videotaped for further use on campus in our Learning Skills Center and for loan to area high schools for career education purposes.

DESCRIPTORS:

Career Development
Job Search Skills
Placement

TARGET AUDIENCE:

Enrolled Students & Community - General

Title: Career/Study Skills Development Program

Contact person(s): Eleanor Carter/Sandra Poole

Address: Learning Resources Center, SUNY Agricultural & Technical College, Cobleskill, New York 12043

Phone: (518) 234-5841

The program's main goal is to increase employability of Cobleskill College students and adults from Schoharie, Delaware and Otsego counties. Objectives are:

1. To serve 150 clients/month in the Learning Lab, both individually and in workshops.
2. To design instructional programs in career, life and study skills.
3. To establish an up-to-date, quality collection of learning materials.

Activities:

1. Career counselor and study skills specialist interview and pre-test clients; they then determine individualized programs of instruction. Free tutoring and counseling are also available. Special outreach sites are public libraries, county jail, and employment office.
2. Staff has conducted 24 workshops in job seeking and keeping, self-assessment, career exploration, study techniques, outlining and note-taking.
3. Project co-sponsored four career development programs with the local Employment and Training Office for hard-core unemployed, CETA-eligible adults. Career counselor and study skills specialist also provide assessment service for these individuals.
4. Beginning October 1981, broker and career counselor conduct bi-weekly job keeping orientations for the county work-for-relief participants.
5. Since program's inception in November 1979, the media specialist has produced 68 instructional programs on topics such as new options for women, grooming, job interviewing, study techniques and finding the right job. Programs are in slide/tape and videotape formats with worksheets and bibliographies.
6. Collection of instructional materials has grown from 893 volumes to 3,301 volumes (369%).

DESCRIPTORS:

Learning Laboratory
Individualized Instruction

TARGET AUDIENCE:

Enrolled Students -
Educationally Disadvantaged

Title: The Centralized Learning Lab at SUNY Cobleskill

Contact person(s): Eleanor Carter/Catherine Heiser

Address: Learning Resources Center, SUNY Agricultural & Technical College, Cobleskill, New York 12043

Phone: (518) 234-5841

The Centralized Learning Lab was developed in response to faculty, student and administrative requests to provide a facility that could create an environment conducive to alternative learning styles, be more accessible to students working in individualized, self-paced programs and increase the cost efficient use of limited equipment, personnel, and classroom space.

In the spring of 1978, the LRC staff in conjunction with faculty and campus maintenance began to examine the possibility of pooling resources to form an auto-tutorial lab that could be used by everyone and still meet individual needs. The entire lower level of the Learning Resources Center was renovated to provide a 120 station facility that offers students the opportunity to work independently. The policies developed accommodate course management for large numbers of students, leaving instructors more time to develop their courses and expose their students to a variety of individualized learning experiences.

The Learning Lab is accessible for 77 hours a week, providing students with demonstrations, equipment and audio-visual instructional programs that allow for "hands-on" or "active" learning. The Computerized Interactive Learning System is designed to give immediate feed-back providing the student with diagnostic and prescriptive data to increase subject mastery. The selection of self-instructional and remedial programs from a variety of subject areas encourages campus-wide use of the facility and its equipment in an attempt to accommodate both the traditional and non-traditional student efficiently and humanely. The addition of the Career/Study Skills Development Program in 1979 has expanded the scope of the Lab to afford college students and community residents access to information on basic study, life and career skills.

Statistical data gathered on student activity in the Lab reflects a continued increase in interest and participation in the Learning Lab. Faculty are actively seeking funding to continue program development, while the LRC is working on ways to adapt and expand the area to handle their requests.

DESCRIPTORS:

Retraining
Industry-Education Cooperation

TARGET AUDIENCE:

Community Groups -
Employees

Title: Chevrolet/Tonawanda L-4
Engineering Training Project

Contact person(s): Mr. George A. Thomas, Vice President for Academic Affairs

Address: Erie Community College - Main & Youngs Road, Williamsville, N.Y. 14221

Phone: (716)634-0800

Erie Community College is participating in a consortium project to train and upgrade an initial group of1400 Chevrolet employees who will work on the new L-4 Engine quality control systems production at the Tonawanda Plant.

The L-4 Project is partly funded through SUNY Contract Course FTE generated reimbursements.

Establishment of procedures to fund the massive training program envisioned at the Chevrolet Plant has been accomplished through extensive consortium efforts involving Erie Community College, Erie BOCES #1, State University, the State Education Department, and the Buffalo and Erie County Private Industry Council, Inc.

Project development provides two significant models for future consortium occupational/vocational/technical futuring and designing. The first model encompasses the methodology and techniques of consortium contractual interfacing. The second model illustrates the patterns available for delivery service planning and implementation for large numbers of clients. A very brief project outline follows:

1. Curriculum Planning and Development
2. Technical Instruction
3. Metric Measurement
4. New Gage Procedure
5. Proper Use of Gaging
6. Programmed Tool Change
7. New Technology (General Computer Knowledge)
8. Quality of Worklife Instruction
9. Media Development

Consortium participants are willing to share experiences and models resulting from participation in the L-4 Project.

DESCRIPTORS:

Apprenticeship
Industry-Education Cooperation
Electrical Technology

TARGET AUDIENCE:

Community Groups -
Employees

Title: Communications Workers of America (CWA) Telecommunications Apprenticeship Training

Contact person(s): Dr. James A. Goldman, Division of Continuing Education, New York City Technical College

Address: 300 Jay Street, Brooklyn, New York 11201

Phone: (212) 643-5572

Telecommunications Apprenticeship Training, a 144-hour evening non-credit technical education program to prepare CWA members for Technician I level position in the telephone interconnect industry, is offered by the Division of Continuing Education in cooperation with the college's Electrical Engineering Technology Department. Topics include cable color code, circuit reading, hand tools, protection and grounding, wire clearances, test equipment, and outside wiring. Also studied are job related topics such as first aid, OSHA, work attitudes, public and on-the-job relations, and craftmanship. The curriculum being implemented was developed by the CWA National Office, and is being presented for the first time at selected schools throughout the country. Originally developed for employees with hardly any experience or technical knowledge, curriculum modification has been found necessary in order to respond to the special circumstances in New York City where the first group of students sent to the program by their companies are actually the most experienced and knowledgeable. The college instructional program is complemented by on-the-job training under the supervision of journeyworkers in the industry.

DESCRIPTORS:

Faculty Development

TARGET AUDIENCE:

Faculty and Staff - Adjunct Faculty

Title: Corning Community College Adjunct Faculty Handbook

Contact person(s): Dr. Lester L. Rosenbloom
Chairman, Business Administration Division
Address: Corning Community College
Corning, New York 14830
Phone: (607) 962-9260

Corning Community College, like many other educational institutions, has been utilizing the services of increased numbers of part-time faculty. The prototype adjunct faculty handbook was designed as a source of information to supplement the orientation activities of the Corning Community College division chairpeople and other administrative personnel.

The manual was designed as a part of a project of the State University of New York's Two-Year College Development Center in cooperation with Broome Community College and Fulton-Montgomary Community College. The specific inclusions in the manual were determined by way of needs assessment surveys and informal group meetings held with adjunct faculty in the Fall of 1979 and the Spring of 1980 and conversations with division chairpeople and Corning Community College administrative personnel.

At the end of the first year of use (1980-81), those adjunct faculty, division chairpeople, and various administrative personnel that were using the handbook were informally surveyed, and the handbook inclusions were updated slightly.

The project was funded by a two-year faculty development coordinatorship provided by the Corning Community College Office of the Dean of Instruction.

DESCRIPTORS:

Career Counseling
Contract Learning

TARGET AUDIENCE:

Enrolled Students -
Educationally Disadvantaged

Title: The Effects of Academic Contracting on G.P.A. for Students in Academic Difficulty

Contact person(s): Dr. John Hudesman (If not available, contact Bill Avramides, Charles Loveday, or Tom Waber.)

Address: 186 Jay Street Room 515
N.Y.C.T.C.

Phone: Brooklyn, NY 11201
(212) 643-5588

The purpose of this investigation was to test the effectiveness of a counseling system that employed an Academic Contract and semi-structured individual counseling sessions.

Seventy-two College Discovery Program (C.D.P.) students who had averages below 2.00 were assigned randomly to either the Academic Agreement project (n=48) or control group (n=24). The experimental group received an Academic Contract which delineated the expectations and responsibilities of both counselor and student. The students were told that they would be required to attend three individual counseling and academic advisement sessions during the semester. The same services were made available to the control group, but were presented differently.

The Academic Contract group showed an increase in G.P.A. for the semester, $t(47)=2.193$, $p<.05$. By contrast, the control group showed no increase in G.P.A., $t(23)=.738$, $p>.05$.

The results of this study give support to the position that a counseling system that uses an Academic Contract and semi-structured individual sessions can have a positive effect on the academic achievement of C.D.P. students.

While this study focused on C.D.P. students who were in academic difficulty, it is hoped that this procedure will be helpful for a wide range of students.

DESCRIPTORS:

Adult Basic Education
ESL

TARGET AUDIENCE:

Community Groups -
Elderly

TIUe: Extending Basic Education And English As A Second Language To The Elderly

Contact person(s): Nancy Pierce, Project Director, Institute of Study for Older Adults

Address: Division of Continuing Education, New York City Technical College
300 Jay Street, Brooklyn, New York 11201

Phone: (212) 643-4560

Although Section 311 of the Adult Education Act mandates basic education and English as a Second Language programs for older learners, Congress has appropriated no funds, few projects have been established and the literature is scant. The Institute of Study for Older Adults of New York City Technical College recently studied the involvement of older people in such programs. Goals were:

1. description of the over 60 target population for both basic education and English as a Second Language, including demographic indicators of need, learning needs and motivations, and attitudes toward education;
2. investigation of factors affecting program development and administration, including transportation, site, resources, attitudes, and community vs. city-wide recruitment methods;
3. assessment of diverse materials and teaching methods, and of the capacity of older students for language learning.

Project staff conducted surveys of senior centers and ABE programs, interviewed senior center directors, gerontologists, ABE administrators, and instructors experienced with older students, and older adults attending basic education and ESL classes. The literature on learning needs and program development in ABE, on programs mounted for the elderly in the U.S., Canada and western Europe, on cognitive needs for language learning and on cognitive change in the aging process was reviewed. Common demographic indicators of need for basic education and ESL were compared with survey and interview results. Classroom methods in ABE and ESL and materials in common use were assessed and tested (with recruitment techniques) in 4 pilot classes, each based on a variation of college/community agency collaboration. A manual includes recommendations for program design based on the year's work.

DESCRIPTORS:

Basic Skills
Summer Program

TARGET AUDIENCE:

Enrolled Students -
Educationally Disadvantaged

Title: GETTING READY

Contact person(s): Joan P. Newcomer, Thomas O'Connell

Address: SUNY Ag. & Tech. College Continuing Education Office, Delhi, NY 13753

Phone: (607) 746-4151

Many students who enter college come without some of the basic skills (how to study, do a research paper, take notes) necessary to facilitate their academic experiences. Delhi College offers study skills workshops that may be taken concurrently with the normal freshman credit load. Incoming 1981 freshmen were offered the opportunity for earlier preparation for college academic.

"Getting Ready", a pilot, week-long, residential summer enrichment program, was held for the first time in July 1981. The program offered 15 classroom hours of instruction (3 hours daily) in the following skills: 1. writing and researching term papers, 2. answering essay and examination questions, 3. studying (note-taking, outlining, anticipating, etc.); evenings were devoted to enrichment activities including film classics, folk music, communication, and nature study.

The student body attending the program was representative of the Delhi College freshmen student body, including students from various disciplines and with varied high school performances. All students responded to this non-threatening learning experience with enthusiasm, as indicated by perfect classroom attendance. All participants found the classes and program to be beneficial, according to student evaluations of the program.

In addition to providing students with an opportunity to develop library and study skills, additional social growth was achieved through this program. Students created a network of support among themselves, and teaching staff were perceived as genuinely concerned with the participants. Because this program focused on the acquisition of academic skills, it differed from typical orientation programs. The melding of these academic skills with socially positive interaction prior to their first term provided students with a firm foundation in building a successful college career.

DESCRIPTORS:

College-Community Cooperation
Experiential Education

TARGET AUDIENCE:

Enrolled Students -
Marine Technology

Title: Governmental, Educational, Community Cooperation

Contact person(s): R. David Cox, Executive Dean
Eastern Campus
Address: Suffolk County Community College
Speonk Riverhead Road
Phone: Riverhead, New York 11901
(516) 369-2600, ext 248

The homeowners around Suffolk County Community College's marine facility in Southold Town requested that the County Department of Public Works build a jetty to prevent the continued silting of an inlet (making it unnavigable). The students in the Marine Technology Curriculum (A.A.S.), through their Marine Geology Instructor, were asked by the County to collect the necessary impact data to make a decision on the effectiveness and effect of such construction. The joint project, designed for completion in May 1982, has already involved the production of beach profiles and inlet current data. Sediment transport data and further current data will be collected through the Winter and into the Spring.

The Marine Technology Curriculum is designed to train Marine Technicians and this intergovernmental project provides excellent career training while saving tax dollars. The students will not submit conclusions to the County, only data, though the students, as part of their class, will be required to produce papers interpreting the data and making personal recommendations.

DESCRIPTORS:

College-Community Cooperation
Certificate Program

TARGET AUDIENCE:

Enrolled Students -
Allied Health

Title: HOME HEALTH AIDE/NURSE AIDE PROGRAM

Contact person(s): Audree Spatz; Sandra Alpert
Practical Nursing Department
Address: Elizabeth Seton College
1061 North Broadway
Phone: Yonkers, New York 10701
(914) 969-4000, ext. 288

Society has begun to recognize that the rising costs of hospitalization as well as a desire to spend last days in the home-setting have created a vital need for the preparation of Home Health Aides. The New York State Labor statistics (1970) indicate that 19.3% of the residents of Yonkers have incomes below the poverty level and that there exists a need for skills-training to improve employment possibilities. These statistics also predict improved employment of 48.2% for Home Health Aides occupations between 1974 and 1985. Elizabeth Seton College, in collaboration with several community based agencies established a training program, certifying Home Health Aides/Nurse Aides to serve this economically and educationally deprived and underemployed population. The New York State Department of Health certified the curriculum for a two-year period. It focuses on family living and deviations occuring because of illness. The units of study require that knowledge and skills be developed in a simulated home situation and acute and extended care facilities. The College and a community medical center were utilized for these purposes and home visits were provided by local private sector agencies. The total program was 280 hours, four days a week for a 10-week period. The Health Occupations-Home Health Assisting: Program Development Guide (SED-No.4, Rev. 1978) served as a guide for the course of study. Selection of students was based on assessment of the student's ability to relate to the ill and provide effective, compassionate care. Career mobility was provided by the Practical Nursing Program at Seton. The faculty was composed of a Coordinator, nursing instructors, reading teacher, home economist and counselor. A nursing consultant was available through the Practical Nursing Program. Enrichments included field trips, guest speakers, and a CPR course. The Learning Resources Center and library were available for all students at the College. There was no attrition and nineteen students graduated as Home Health Aides/Nurse Aides, with one student graduated as a Homemaker.

DESCRIPTORS:

Computer-Aided Drafting
Industry-Education Cooperation

TARGET AUDIENCE:

Community Groups -
Employees

Title: Implementation and Use of Computer Aided Drafting

Contact person(s): William Kelly, Mechanical Engineering Technology Department
Mohawk Valley Community College
Address: 1101 Sherman Drive, Utica, New York 13501

Phone: (315) 797-9530 ext. 500

The Project was initiated to provide job-related training on a Computer-Aided Drafting (C.A.D) System for employees of local industries. The program which has been under way since September, 1981, initially received outside funding through the Private Industry Council. At present, the Project has served 50 employees of a local engineering firm.

The program provides 12 hours lecture and 20 hours of lab per participant over a 10-week period. The employer and faculty drafted a training program profile which outlined the educational objectives and expectations of outcomes. The program was developed to deliver "targeted", short term training to upgrade existing employees.

The uniqueness of the program is that the Mechanical Engineering Technology Department of Mohawk Valley Community College owns the equipment, but the instructors are employees of the local engineering firm. These people were locally trained by the manufacturer on MVCC equipment, and are now teaching their people in a classroom/laboratory setting here at the College. The use of their own people as instructors has provided a meaningful instructional program, the students are implementing the CAD system into each of the seven disciplines offered by the firm.

Mohawk Valley Community College recognized the importance of such a program, addressed the issue and adapted our facilities to serve industry needs, without interruption of on-going college offerings. To accommodate hands-on experience for the large number of students, the college arranged literally 24 hour access to the college facilities.

This Project has proven that programs such as this do work, and promotes a working relationship between local colleges and area businesses. The College is here to serve, and we serve by being flexible with our time and equipment.

DESCRIPTORS:

Support Services
Faculty Development

TARGET AUDIENCE:

Enrolled Students - Disabled

Title: Improved Program Access for Disabled Students

Contact person(s): Mrs. Grace E. Barton or Mrs. Kathryn Fosegan

Address: Center for Developmental Studies, SUNY Alfred State College, Alfred, NY 14802

Phone: (607) 871-6122

Goal: Academic success for disabled students in vocational programs.

Objectives:

To increase faculty awareness of disabilities and of ways to work effectively with disabled students;

To improve methods for identifying disabled students, particularly those with potential learning disabilities;

To provide individual learning assistance to those students identified;

To coordinate efforts between faculty and staff who serve disabled students;

To provide specified equipment and instruction of its use to disabled students.

Activities:

Employment of a consultant to assist in increasing faculty awareness of classroom and writing characteristics exhibited by disabled students, particularly those with potential learning disabilities;

Refinement and expansion of identification/referral system, in cooperation with Admissions, Special Services, Human Development Center, and Center for Developmental Studies staffs;

Provision of learning assistance based on individual needs assessment and exploration of learning styles;

Initiation of faculty/staff meetings to develop and implement program modifications for disabled students, when appropriate.

Outcome Achieved:

In spring '81, twenty-four (24) out of twenty-eight (28) students with whom we worked improved their grades; two (2) were granted extended programs, and two (2) made curriculum changes.

DESCRIPTORS:

Career Counseling
Placement
Support Services

TARGET AUDIENCE:

Community Groups - Women

Title: JOB ASSISTANCE PROJECT FOR BATTERED WOMEN

Contact person(s): Susan Adair, Virginia Sanchez Tovar

Address: Office of Continuing Education
BOROUGH OF MANHATTAN COMMUNITY COLLEGE, 1633 Broadway, New York, NY 10019

Phone: (212) 262-5614

This project provides job readiness skills and job placement assistance to economically disadvantaged women who have been the victims of domestic assault. The aim of the program is to help abused women become financially independent by providing the counseling, placement, and support services needed to obtain regular employment and thereby increase their options for how they choose to live their lives. Activities include an assessment of educational and vocational skills, job readiness workshops, job development, and referrals to other agencies and schools. The project is being offered in cooperation with the Henry Street Settlement Shelter, the Human Resources Administration Shelter, Aegis and Victim Service Agency.

DESCRIPTORS:

Basic Skills
Individualized Instruction

TARGET AUDIENCE:

Enrolled Students -
Allied Health

Title: LEARNING MODULES FOR GENERAL AND DEVELOPMENTAL PSYCHOLOGY

Contact person(s): Beverly Slichta
Ass't. Professor
Address: TROCAIRE COLLEGE, 110 Red Jacket Pkwy.
Buffalo, New York 14220
Phone: (716) 826 - 1200

The purpose of the modules in General and Developmental Psychology is to provide a learning experience in which students can evaluate themselves prior to being tested on the corresponding material in class. Each of the 22 modules consists of a pre-test and post-test, a cassette accompanied by a student worksheet, a list of terms related to the module topic, and a list of objectives.

These modules are available in the Developmental Skills Center. The average time needed to complete a module is 30 minutes. It is expected that the student has previously read the appropriate chapter material before trying the module.

In the pilot semester, only students identified with developmental skills problems or with difficulty in the course work were initially referred to the Center for module use. Other students requested and were given the opportunity to use them. It has been found that average and above average students also benefit from the modules.

DESCRIPTORS:

Experiential Education
Medical Secretarial
Industry-Education Cooperation

TARGET AUDIENCE:

Enrolled Students - Business

Title: Medical Secretarial Internship Program

Contact person(s): Professors Lila Friedman, Nancy Rutherford, Helen Saputo

Address: QUEENSBOROUGH COMMUNITY COLLEGE
56th Avenue and Springfield Blvd.
Bayside, NY 11364

Phone: 212-631-6247

The Medical Secretarial Internship Program was initiated in affiliation with a large local Medical Center and expanded within the first year to include other cooperating community health facilities.

The 15-week, one-day per week, on-the-job training program for secretarial students interested in Medical Office Careers enables the student:

a. to become aware of the secretarial careers available in the medical field other than that of working in a doctor's office.

b. to obtain a realistic on-the-job experience which will sharpen skills in addition to helping the students make a career decision based on practical experience.

Students work in a health care setting under the direct supervision of key secretarial personnel in areas such as Out-Patient Clinics, Community Relations, Research Grants, Training, Continuing Education, Plant Management, Personnel, Director's Office, and other administrative areas.

Orientation for both students and supervisors provide the basis for mutual understanding of what is expected in terms of business behavior and attitudes.

Students attend three two-hour seminars to help them improve skills in interpersonal relationships and in interview techniques through the use of videotape. Students and supervisors participate in program evaluations every semester.

DESCRIPTORS:

Computer Usage

TARGET AUDIENCE:

Enrolled Students -
Business and Technologies

Title: Minicomputer Terminal Processing - Minicomputer Supplement

Contact person(s): Dr. Gabriel Basil

Address: Genesee Community College, Batavia, NY 14020

Phone: (716) 343-0055 - extension 326

The goal of the mini-computer project was to provide hands on experience in the use of mini-computers, terminal processing and interactive computing for students preparing for a career in data processing; and to facilitate the incorporation of terminal processing and interactive computing applications into Business & Industrial Career Programs.

The installation of the new interactive equipment over the past 2 years, and the continuing installation of new hardware and software in the years ahead, has greatly expanded and will continue to expand the basic number of students using data processing as part of their curriculum. In 1979, about 150 different students used the computer in their curriculum. By the Fall of 1981, this number increased to more than 600, with the addition of computer instruction to many non-data processing students, such as those registered in business and technical curricula.

The new mini-computer terminal processing facility and the additional equipment which was purchased under a VEA grant (52-81-0230) has brought much more effective service to an increased number of student users, and has provided more flexibility and capability for instructional applications. It can be estimated, that within the next four or five years, every occupational student at Genesee Community College will learn some phase of the operation of data processing equipment.

Perhaps one of the most positive aspects of the Mini-computer system at Genesee is the fact that additional memory and terminals can continue to be added to provide more accessibility and additional applications for the equipment.

DESCRIPTORS:

Secretarial Science
Experiential Education

TARGET AUDIENCE:

Enrolled Students - Business

Title: Model Office

Contact person(s): Rosalie Higgins

Address: SUNY Agricultural and Technical College at Delhi

Phone: 607-746-4360

The rural setting of the State University Agricultural and Technical College at Delhi provides virtually no opportunity for its Secretarial Science students to participate in a cooperative work experience. To close the gap between the classroom and work, a "Model Office" has been established. The Model Office provides the Secretarial Science student with an opportunity to gain a wide variety of actual secretarial experiences in a realistic office environment.

Students work for one semester on an assortment of word processing equipment, completing actual work for campus personnel and non-profit organizations in the Delhi community. The ability to work independantly, demonstrate a sense of responsibility, and develop high standards of work performance are goals students strive for in this "work" experience, while gaining valuable knowledge of sophisticated word processors. Students develop an understanding of word processing as a total office system.

Graduates will be prepared for today's world of modern office technology and will find employment opportunities in many levels of secretarial and management positions.

DESCRIPTORS:

Learning Laboratory
Individualized Instruction

TARGET AUDIENCE:

Enrolled Students -
Architectural Technology

Title: Modular Construction Practices

Contact person(s): Mr. Douglas J. Barber, Assistant Professor

Address: State University of New York Agricultural and Technical College, Alfred, NY.

Phone: 607-871-6146

The objectives of this project are to improve Architectural Technology Students attainment of a knowledge of the vocabulary used in the construction trades; to familiarize students with the tools of selected construction trades, their proper use, and safety precautions to be taken with each tool; and to experience the fundamental techniques used in selected construction trades.

There are twelve laboratory exercises to be completed. The topics covered include basics in electricity, electrical conduit, 240 volt systems, welding, soldered pipe, black iron pipe, compression and flare fittings, plastic pipe, concrete forms, concrete placement, and concrete testing. To provide maximum student hands on exposure with minimum initial and maintenance cost, a round robin schedule was developed in which students would rotate and complete a different exercise each week. To accomplish this laboratory instructions are received on twelve prepared video tapes prior to the class time. The video tapes are supplemented with laboratory handouts that contain an outline of the instructions.

The project was successful; the students enjoy the hands on participation; only one setup for each activity was purchased; and a self paced, individualized instruction is accomplished.

DESCRIPTORS:

Certificate Program
Gerontology

TARGET AUDIENCE:

Enrolled Students -
Human Services

Title: A Modular Course Approach to In-Service and Pre-Service Training in Gerontology -

Contact person(s): Dr. William F. Price, Asst. Professor of Gerontology

Address: North Country Center for Gerontology and Human Development
North Country Community College
Phone: 518-891-0606

In order to meet both in-service and pre-service training needs in gerontology, North Country Community College has developed an innovative one-year Certificate Program. Under the assumption that persons working with the aged in a rural area must have a diverse group of skills to draw upon, the Gerontology Certificate stresses course work in: Communication Skills, Culture Variability, Gerontology Knowledge, Management Skills, and Service Skills. The curriculum approach taken is that of "competency based" education, with most of the skills courses put into a "modular" format. After the first year of the Certificate 53% (N=65) of the students in the Certificate courses are adults and/or community professionals turning to this community college to upgrade skills or acquire new ones. The Certificate is beginning to meet the training needs in a rural area which were only previously addressed by occasional workshops for the human service-type of practitioner.

DESCRIPTORS:

Computerized Machining Processes
Retraining

TARGET AUDIENCE:

Enrolled Students & Community - Industrial Technology

Title: Numerical Control I & II

Contact person(s): Ralph Rapello, Department Chairman
Hudson Valley Community College
Address: 80 Vandenburgh Avenue
Lang Bldg, Room 209
Phone: (518) 283-1100, ext. 687

The college has expanded its Machining Processes curriculum by developing a full-scale Computer Numerical Control Machining Processes Laboratory.

The program, now in its fourth year, has included the acquisition of Computer Numerical Controlled equipment, construction of laboratory facilities, faculty development, curriculum modifications and course revisions.

Two goals have been sought: (1) Upgrade the current Machining Processes Program, thereby providing students with the latest technological innovation, and (2) Provide the opportunity for retraining persons already employed in the various machining processes occupations.

Objectives:

(1) Train students in new technology advancement in the Machining Processes area;
(2) Train students in basic computer programming skills to enable them to operate CNC equipment;
(3) Provide a retraining mechanism for local industry employees;
(4) Provide a retraining opportunity for faculty.

Activities:

(1) Restructure the Machining Processes curriculum to include offerings in Computer Numerical Control subjects;
(2) Develop two new Machining Processes courses;
(3) Restructure existing courses;
(4) Develop laboratory experiments;
(5) Develop evaluation materials for program effectiveness and student competencies.

Outcomes:

Job placement information from the college's 1980 Placement Report indicates 72.7% of the graduating class accepted employment with 16.1% continuing on with their education at other institutions. Starting salaries ranged up to $16,500. In addition, the college has initiated retraining agreements with local industry. As an example, Garden Way Manufacturing Co. of Troy, New York, sends it employees on a regular basis for training on CNC equipment, and they have already purchased two pieces of CNC machinery and have placed an order for 22 more machines.

DESCRIPTORS:

Continuing Education

TARGET AUDIENCE:

Community Groups -
Nurses

Title: Nursing: Continuing Education

Contact person(s): Dr. Fran A'Hern Smith, R.N.
Address: Tompkins Cortland Community College
170 North St.
Dryden, NY 13053
Phone: 607-844-8211, extension 334

The need for continuing education for nurses is crucial, yet once they have completed their intensive training in school, nurses find the opportunities to continue that education and remain current in their profession are scarce, particularly opportunities which are locally-based. To serve the estimated 2000 nurses in its service area who could take advantage of this type of program, Tompkins Cortland Community College created its "Nursing: Continuing Education" project.

For the first time, continuing education is wed to delivery of services. Teams composed of a supervisor and supervisee will attend the workshops, and then take the information back to the worksite to instruct fellow health care workers, allowing all to improve their awareness of current nursing skills.

Drawing upon the existing resources of the College's nursing program and outside expertise, this project will present a minimum of six short courses, and eighteen one-day workshops in the next three years.

Topics in the first year include: networking, death and dying, and nursing care of the aging. Ultimately, the project will develop a method for servicing the future needs of continuing education for nurses.

DESCRIPTORS:

Career Decision-Making
Placement
Support Services

TARGET AUDIENCE:

Enrolled Students - Disabled

Title: Occupational Decision-Making and Career Development for Special Needs Community College Students

Contact person(s): Natalie Rubinton PhD.

Address: Kingsborough Community College 2001 Oriental Blvd. Brooklyn, N.Y. 11235

Phone: (212) 934-5563

The principal goal of this project is to facilitate the career preparation of handicapped students in the community college through educational-vocational counseling and other related guidance activities. These handicapped students include:

a) all physical disabilities, such as deaf, blind, multihandicapped, and other health impairments.
b) serious emotional disturbance
c) specific learning disabilities

Additionally, the goal of this project is to help the college community to become more responsive to the educational-vocational needs and abilities of handicapped students, in order to assist them in choosing for, preparing for, and entering into an appropriate occupation. Finally, the goal of this project is to facilitate both the job placement and the work adjustment of these students during and following their occupational training. These goals are designed to complement the existing occupational education programs at the college.

Activities included the following:

a) The identification of handicapped students.
b) The development of a credit-bearing orientation course for the target population.
c) The development of a credit-bearing career decision making course for the target population.
d) The development of workshops for resume-writing and interview taking skills training.
e) Site visits for job settings.
f) In service training workshops for faculty.
g) Development of job placements for target population.
h) Development of an outreach program with employers in the community.
i) The development of communication skills workshops.
j) The provision of individual and group counseling to explore personal concerns relating to job readiness.
k) The provision of special registration.

DESCRIPTORS:

Language Skills
Interdisciplinary

TARGET AUDIENCE:

Enrolled Students - General

Title: Play On, Words, an interdisciplinary language awareness newsletter.

Contact person(s): Dr. Lee Gershuny

Address: English Dept.; Borough of Manhattan Community College/CUNY
1633 Broadway; New York, N.Y. 10019 .
Phone: (212) 262-3584

Play On, Words is published by the National Humanities Faculty Core Group to spotlight how language works and plays in each discipline and across disciplines. By examining a different feature of language in each issue, we tackle a common concern of all disciplines -- that students need not only to develop but also transfer language skills from English to other subjects. The role of language, as a cultural lens shaping "reality," is usually ignored in existing curricula for lack of time. Yet understanding how language functions is crucial to understanding ourselves, our world, and systems of thought in all disciplines. Our focus is how language operates in both career and humanities programs.

In conjunction with the publication and free distribution of each issue, the editor coordinates a 2-hr. symposium expanding the theme introduced in that issue. Members of the Core Group and invited faculty lead short talks, discussions, riddles, contests, and word games that elaborate on the current theme and involve symposium participants in an experience that is both intellectually stimulating and enjoyable.

Objectives of PLAY ON, WORDS and Companion Symposia

1. Stimulate both faculty and student interest in language theory and usage across disciplines, emphasizing career and humanities programs
2. Build vocabulary; examine word etymology, usage, and meaning across disciplines and cross-culturally
3. Examine the role of language is shaping culture, values, thinking and behavior
4. Explore the politics of language: levels of usage; bilingual and bidialectal issues; nonsexist usage; bias
5. Play with language in various forms: puzzles, games, riddles, puns, and creative inventions
6. Involve the entire college community -- faculty, administration, students, and staff -- in tackling a common major academic problem by sharing innovative, nontraditional, interdisciplinary activities that inform, stimulate, and entertain from both career and humanities curricula.

DESCRIPTORS:

Preparatory Program
Practical Nursing

TARGET AUDIENCE:

Enrolled Students -
Allied Health

Title: READINESS FOR HEALTH SCIENCES PROGRAM

Contact person(s): Sandra Alpert, Director
Practical Nursing Department
Address: Elizabeth Seton College
1061 North Broadway
Phone: Yonkers, New York 10701
(914) 969-4000, ext. 288

The Readiness for Health Sciences Program at Elizabeth Seton College was developed in response to an identified need for a preparatory, remedial curriculum for some applicants to the Practical Nursing Program.

Admission requirements for entry into the one-year certificate Nursing Program includes achievement of an overall 50th percentile on the Psychological Corporation Entrance Examination. (see addendum)

Previously, applicants to nursing who scored in the 35th to 45th percentile, but met all other criteria for admission, were advised to enroll in a General Studies Program, and then re-apply to the Nursing Department. Increased attrition and academic problems among these students prompted an assessment of their special needs, the outcome of which was "Readiness for Health Sciences", a preparatory program within the General Studies curriculum, tailored for students aspiring to nursing or other Allied Health Programs in the College.

The Readiness Program provides three packages or options, designed to meet the needs of this primarily adult, non-traditional population, many of whom are entering college for the first time. It addresses the following student concerns:

1. Time constraints - The Readiness Program can be completed on a full or part-time basis, in one or two semesters, in the day or evening.
2. Relevance - Required courses in the humanities, social and natural sciences are combined with developmental course work. Students progress toward their career goals, taking courses they perceive as relevant, while improving their basic skills through remediation.
3. Financial concerns - The Readiness Program meets Federal and State guidelines for eligibility for financial aid through BEOG and TAP.
4. Choices - Several options are available to students within the Readiness curriculum (see addendum). Since the program is a part of the General Studies curriculum, students that do not qualify for an Allied Health major may eventually complete their Associate Degree in General Studies.

DESCRIPTORS:

Career Development

TARGET AUDIENCE:

Community Groups -
High School Students

Title: "Saturday Live Program"

Contact person(s): Hilde Jaffe, Dean, Art & Design Division
Roslyn Levinson, Coordinator
Address: Fashion Institute of Technology
227 West 27 Street, New York, N.Y. 10001
Phone: (212) 760-7665 - (212) 760-7882

"Saturday Live" is a special program for high school students. It provides an opportunity for high school students to discover career areas with excellent placement possibilities. Students are introduced to the many areas of the fashion business including business and technology as well as art and design. They discover and develop natural talents and are encouraged to think about these in relation to possible careers. Professional instruction is provided by experts in each field.

The program is open to students concurrently enrolled in New York City and suburban high schools. Although courses in the program are non-credit, high schools in which the students are enrolled may grant credit at their discretion. All courses are three hours in length and meet on Saturdays from 9:30 A.M. to 12:30 Noon and/or from 1:30 P.M. to 4:30 P.M. for twelve weeks each semester. There is a $60 course fee, which includes all necessary supplies and materials. The courses offered are: HS011 Introduction to Fashion Illustration; HS012 Introduction to General Illustration; HS013 Introduction to Printed Fabric Design; HS014 Introduction to Screen Printing; HS015 Introduction to Weaving; HS016 Fashion Art for Fashion Design; HS017 World of Fashion Design; HS018 Introduction to Advertising Design; HS019 Introduction to Jewelry Design; HS020 Introduction to Display & Exhibit; HS021 Introduction to Photography; HS022 Introduction to Interior Design; HS023 Basic Drawing; HS024 Basic Painting; HS025 Basic Printmaking; HS026 Sewing for Fashion Design; HS061 The Business of Fashion; HS062 Introduction to the Technology of Fashion.

During a period that may extend over three years, students can explore various career possibilities. Some students take two courses concurrently. Others have registered for courses sequentially. Student evaluations indicate that career choices are definitely affected by insight gained upon course completion.

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DESCRIPTORS:

Retraining
Certificate Program

TARGET AUDIENCE:

Community Groups -
Adults

Title: The Second Career Training Institute

Contact person(s): Willa Reichbach, Associate Professor, Human Services Institute Coordinator or Pauline Herman, Associate Professor Human Services, Chairperson
Address: Westchester Community College
75 Grasslands Road
Phone: Valhalla, NY 10595 Phone # (914)347-6965 or 347-6897

GOALS Westchester Community College's Human Service Department developed the Second Career Training Institute in 1979. It offers a 32 credit certificate in Human Services. It is a special college program for the mature adult who would like to return to college or go to college for the first time. A high school diploma is not required. The institute was developed in response to a growing need for older adults to retrain to remain in the job market and/or to train to enter the job market for the first time (i.e., displaced homemaker). Senior Citizen groups and the local Office For Aging approached the college and helped design the program.

OBJECTIVES The Institute offers small classes that meet two 1½ hr. sessions per week in local nutrition sites and facilities. The certificate program is geared for the individual who desires to either: go to college to prepare for a 2nd career, go to college to upgrade skills as an employee or volunteer, go to college for stimulation and to fulfill a life-long desire to obtain a college education.

ACTIVITIES Each year between 12 and 20 students enroll. Because the program is part-time to meet the needs of its student body, students take between 2 or 3 years to graduate. Students study our tradition Human Services courses that prepare them for employment or volunteer positions in the helping field. Course outlines and Department brochures are attached. All counselling, recreation, and library resources are available to the students as well as a student club.

OUTCOMES In the spring of 1981 the Institute graduated 11 of its students. These mature students included 4 grandmothers, a retired probation officer, and a wheel chair bound member. Several graduates gained employment in new careers in recreation, information and referral and crime prevention programs for older adults. Some individuals already employed reported that their jobs were upgraded. This fall we plan to open another branch up county at the request of a local nutrition site.

DESCRIPTORS:

Experiential Education
Marketable Skills

TARGET AUDIENCE:

Community Groups -
Unemployed

Title: Small Business and Retail Management

Contact person(s): Mr. Charles K. Barletta
Mr. John R. Carr
Address: North Country Community College, College Ave., Malone, N.Y.

Phone: (518) 483-4550

The Small Business and Retail Management Program was developed and implemented with the major concern of training individuals in an employable occupation and help alleviate chronic unemployment levels within our operating county (Franklin).

Franklin County's major source for employment is in the realm of retail occupations. Individuals with skills in management, advertising, displays or purchasing can find employment in this and other counties.

The course objective is to help students develop competence and skills in such functional fields such as advertising, displays, purchasing and managing. The course content is built around combining core requirements and on-the-job training, giving the individual an appreciation for the knowledge with which a manager must be acquainted. Within this objective, the result of becoming a valuable employee of an enterprise is always kept in mind.

Through use of extensive on-the-job training, the individual will come to grips with actual business situations and gain self confidence. In becoming associated with worksites, it gives the individual, not only hands-on experience, but an avenue of employment upon completion of the course.

If participants so choose, they may matriculate into a full A.A.S. degree program at a sophomore level and still graduate within the second year.

This program was developed in conjunction with the Franklin County Employment and Training Administration (CETA) utilizing the College's 32 Credit Hour Personal Study Certificate Program.

This program exemplifies how a Community College and a County Agency can cooperate to provide CETA eligible individuals college-based vocational training.

DESCRIPTORS:

Career Counseling
Support Services
ESL

TARGET AUDIENCE:

Enrolled Students -
Disabled

Title: Special Services for Disadvantaged Students

Contact person(s): Dr. Alfredo Torres

Address: Kingsborough Community College, 2001 Oriental Blvd., Brooklyn, N. Y. 11235

Phone: 934-5563

The Special Services Project is a dual faceted program designed to service the physically and emotionally disabled as well as the linguistically disabled: These populations require very different types of services and treatment.

Special Services have been developed for the disabled students to provide them with the opportunity to participate as fully as their interests and abilities allow in the College's academic programs and student life activities. Services provided on an individual basis include; personal, academic and career counseling. In addition, arrangements for Special Registration, special test taking and tutoring are provided. These services are supplemented by adaptive equipment such as; Visual Tek, Braille Dictionary, Note Takers, Reader/Writers, and recorded materials.

The goal of the ESL component is to enhance the English experience of the Bilingual students. The special services offered are individual tutoring, conversation groups, workshops in specific reading and writing skills and small cultural field trips. The tutors are trained by the ESL Reading Specialist in specific ESL methodologies and materials. A library of ESL textbooks, including some original film centered modules created for small group work is available to them.

The outcomes achieved have been a viable and productive relationship with both the college community and outside agencies. This relationship has resulted in meeting the varied needs of these special populations.

DESCRIPTORS:

Clerical Skills
Industry-Education Cooperation

TARGET AUDIENCE:

Community Groups -
Unemployed

Title: Project STRIDE

Contact person(s): Susan Heinemann, Project Director

Address: NYC Technical College
450 West 41st Street, New York, New York 10036
Phone: 239-1625 (212)

Project STRIDE is a CETA funded, clerical skills training program sponsored by New York City Technical College's Division of Continuing Education and conducted at the Voorhees Campus located in midtown Manhattan.

The program is designed to train 212 CETA eligible applicants and place them in jobs in private industry as clerk typists and keypunch operators.

A key concept of the program is to simulate a business environment during training in order to familiarize students with appropriate office behavior and work patterns. Attendance and dress policies are modeled after those of industry and business people are regularly invited in to talk about business philosophy and practice.

The project enjoys the active support of a corporate advisory committee consisting of representatives from such companies as American Express, Manuafacturers Hanover Trust Co., Merrill-Lynch Pierce Fenner & Smith, Morgan Guaranty Trust Co., Paine Webber, Jackson & Curtis, Inc., Continental Insurance Co. and Warner Communications. Through support from these and other companies STRIDE has placed 84% of the graduates.

The most popular special events of the year were a guest appearance by John Danelle, star of ABC TV's "All My Children" and a fashion show sponsored by Macy's.

DESCRIPTORS:

Industry-Education Cooperation
Surgical Technology

TARGET AUDIENCE:

Enrolled Students -
Allied Health

Title: *Surgical Technology Programs at Onondaga Community College*

Contact person(s): *Larry Reader, MPA, Department Chairperson*

Address: *Onondaga Community College*
Syracuse, New York 13215
Phone: *315-469-7741 ext. 471*

During the summer of 1980, Onondaga Community College was contacted by a group of operating room supervisors to consider implementing a Surgical Technology program. A concept for implementation was developed based upon broad based community support. All five area hospitals are plagued by a nursing shortage. Surgical Technologists replace nurses in the operating room and are much in demand. The usual method in Syracuse for training Surgical Technologists was for hospitals to hire and provide on-the-job training. This method was neither cost efficient nor in the students' best interest. The College decided to co-opt hospital support by repeatedly pointing out the cost benefit advantage to a college-based program.

Over the next 12 months, various activities were coordinated by the Vice President for Academic Affairs to deliver a health professions program, including:

1. *Needs analysis.*
2. *Development of the curriculum.*
3. *Submission of a letter of intent.*
4. *College faculty and administration approval of the curriculum.*
5. *Recruitment of faculty.*
6. *Recruitment of students.*
7. *Writing of grant applications.*
8. *Laboratory set up.*
9. *Clinical affiliation negotiations.*
10. *Approval by the Board of Regents and State Education Department.*

Although a few of these activities are still ongoing (i.e., affiliation negotiations and laboratory set up) the first Surgical Technology class was admitted in September of 1981. We believe we have a very strong program with its strength based on wide community support.

We submit this program as a "textbook" example of how a health-related program should be implemented.

DESCRIPTORS:

Marketable Skills
Career Development

TARGET AUDIENCE:

Community Groups -
High School Leavers

Title: "Taste of College" Program in Textile Design for High School Drop-Outs at the Fashion Institute of Technology.

Contact person(s): Richard J. Meagher, Dean of Continuing Education, Lorraine Har, Textile Design Chairperson, Jack Reynolds, Program Coordinator

Address: Fashion Institute of Technology, 227 West 27th Street, New York, NY 10001

Phone: (212) 760-7650 Division of Continuing Education - (212) 760-7670 Textile Design Department - (212) 760-7861 "Taste of College" Program

"Taste of College" (TOC) has been in operation at the Fashion Institute of Technology since 1971. The program provides disadvantaged high school dropouts occupational courses to encourage them to complete their high school equivalency and to begin to prepare them for a career in the fashion industries or further postsecondary education. The program is based on the premise that "an important psychological barrier for the dropout may be hurdled by catapulting him into a college atmosphere as long as the material offered him is a hands-on occupational-directed course in the form of a 'Taste of College'."

This fall "TOC" students are enrolled in <u>three</u> such hands-on courses in Textile Design. In addition, they are enrolled in a physical education class in yoga. Special non-credit workshops have been created for them in Music Therapy (through Creative Arts Rehabilitation, Inc.) and in Theatre Communications (through the Theatre for the Forgotten).

In Spring 1982, "TOC" students will be enrolled in three additional hands-on courses in Textile Design, plus an Educational Skills course and additional non-credit workshops. By June, successful enrollees will have earned up to 20 college credits. Students then seek employment and/or continue working towards the A.A.S. degree in Textile Design through the Division of Continuing Education. Some students apply to the full-time Day School after earning their high school equivalency diploma.

The outcomes of the program include the following:

- <u>Marketability of Students</u>: The courses offered to students include a wide variety of practical skill development. The training that is provided is not abstract or irrelevant. Students become committed to the process of education because they know that they are marketable once they have gained the skills offered at the college.
- <u>Motivation of Students</u>: Unlike other programs aimed at the high school dropout, F.I.T.'s programs raise the motivation of students to remain in school and to succeed. The immediate gratification of their occupational output and the prospect of job placement raises student self confidence and interest in the educational process as a way of "making it".
- <u>Interrelated Support Structure</u>: The interrelationship of psychological services, of image building, and of occupational and academic training provides the student with an unusual structure that reinforces the individual parts.

DESCRIPTORS:

Marketable Skills
Career Counseling
Industry-Education Cooperation

TARGET AUDIENCE:

Community Groups -
Displaced Homemakers

Title: *TECHNICAL TRAINING FOR DISPLACED HOMEMAKERS*

Contact person(s): *Diann Messuri, Coordinator for RE-ENTRY for Displaced Homemakers*
Dr. Joanne Rettke, Director of Special Programs
Address: *Mohawk Valley Community College, Center for Lifelong Learning*
1101 Sherman Drive, Utica, New York 13501
Phone: *(315) 797-9530, Ext. 535*

EMPHASIS - This project was designed to provide an edge in the employment market to displaced homemakers who need entry level job skills but do not have the time for long-term training. The major criteria was the employment marketability of the skills.

DESCRIPTION - The Technical Training was part of a VEA grant program, RE-ENTRY for Displaced Homemakers, which functioned as a clearinghouse for support and training, provided vocational advising, and courses in Transition and Work Orientation.

Two concurrent components comprised the training: the non-traditional component was Manufacturing Operations and the traditional component was Office Machines. The curriculum of both was the result of local business and industry input and consultation with college faculty.

Screening; through applications, test scores, and interviews; had a scoring system that allowed for weighting on items deemed a priority. Each component required three tests: Manufacturing Operations: reading, math and spacial/mechanical; Office Machines: reading, English and typing.

Both training programs were taught full-time Monday-Friday, 9:00 a.m. to 4:00 p.m. with lab time available 8-9 a.m. Child care was provided. The Manufacturing Operations component ran for four weeks with 130 hours of instruction; the Office Machines component for five weeks with 162 hours of instruction.

Most instruction was credit-bearing and by courses already in existence at the college. Nine credit hours were earned in Office Machines--Business Communication, Typing 2, Word Processing, Electronic Typewriter and Machine Transcription. Nine credit hours were earned in Manufacturing Operations in Machine Tool Products I, Metrology (Precision Measurement), and Technical Drafting I.

In addition to faculty-provided instruction, industry provided coordination and direct instruction. Forklift training was given at Revere Copper & Brass on their trucks on a contract fee basis. Three full days of instruction were provided at no charge by Special Metals - Industrial Record Keeping (Forms & Simulation) Work Site Tour; General Electric - Soldering; Soldering Under Magnification (equipment, materials, films/slides provided); Revere Copper & Brass - Industrial Safety; Employability Skills; Women in Heavy Industry; Work Site Tour.

DESCRIPTORS:

Orientation

TARGET AUDIENCE:

Enrolled Students - General

Title: A "Time" Orientation Project

Contact person(s): Dr. Lawrence Sher

Address: Borough of Manhattan Community College
1633 Broadway, New York, N.Y. 10019

Phone: (212) 262-3544

During the '78-'79 academic year the Borough of Manhattan Community College received a three year grant from the National Humanities Faculty to demonstrate connections between the Liberal Arts and Career departments of the college. One of the projects was an orientation demonstration that showed how different disciplines treated a common topic. This project changed Freshman Orientation from an event where students learned how to fill out forms to one in which students could view the college's academic and career departments.

The topic chosen was, "Time." In January, 1980, a live presentation was made to 250 entering freshmen. The presentation was 30 minutes in length, and showed how seven departments, including a career department, Nursing, approached the topic, "Time." The often humorous presentations were clearly appreciated by the students. As a result, the orientation project was videotaped during the Spring of 1980.

In January, 1981, a second live time presentation was made for 500 entering freshmen. The number of disciplines involved was expanded to fourteen, and the presentation ran for an hour. Three vocational areas were now represented, Nursing, Business Management and Secretarial Science.

This project humanizes the orientation experience, and acquaints the entering student with options that might not have been considered. The vocational component is a significant and increasing part of the program.

DESCRIPTORS:

Experiential Education
Job Search Skills

TARGET AUDIENCE:

Enrolled Students -
Business

Title: "A transferable orientation process-smoothing the transition from classroom to workplace."

Contact person(s): Judith A. Bulin, Director
Address: Cooperative Education
Monroe Community College
Phone: 1000 East Henrietta Road
Rochester, New York 14623 Phone: (716) 424-5200, Ext. 3263

One of Monroe Community College's goals is to assist our students and the business community in smoothing the transition from the classroom to the workplace. Cooperative Education has done so by providing students with paid work experience related to their academic programs. It serves to connect classroom theory to the practical. The motivating logic, recognized by students, employers, and faculty, is that it is possible to transfer what is learned in a past work experience to future settings.

By providing students the opportunity to be participant-observers in the workplace, the College helps them acquire an analytical, problem-solving perspective. This Transferable Orientation Process has four components:

1. Development of Job Search Skills.
2. The Cooperative Education Workbook's four core sections for organizational orientation.
3. An individualized Learning Contract.
4. The Co-op Seminar taught by a faculty member.

Details are in the attached article from the Journal of Cooperative Education.

The Co-op Program has achieved its objectives as demonstrated by increasing participation and in evaluations by students and employers. We have been able to:

1. Provide graduates with a process for job search and retention.
2. Fulfill employer's personnel needs even in high demand fields or areas where job experience is key to student employability.
3. Strenthen faculty-practitioner communication and awareness of values, needs, constraints, and state of the art.
4. Provide funds to defray educational expenses while enhancing student learning and confidence in their skills.

DESCRIPTORS:

Competency-Based Curriculum

TARGET AUDIENCE:

Enrolled Students -
Water Quality Technology

Title: WATER QUALITY MONITORING: AN A.A.S., TWO-YEAR DEGREE PROGRAM

Contact person(s): Theodore Skaar, Assistant Professor, Water Quality Monitoring

Address: Ulster County Community College, Stone Ridge, New York 12484

Phone: (914) 687-7621

The Water Quality Monitoring Program (WQM) was developed to train technicians to meet the needs of the Federal Water Pollution Control Act of 1972 (PL92-500) and the Safe Drinking Water Act of 1974 (PL93-523). The curriculum, initially funded by the Environmental Protection Agency, was developed using the format of behavioral objectives for each course in the program. The curriculum was so designed that the purpose, instructional objective, conditions, acceptable performance level, and course sequences are clearly defined. This format further provides the opportunity to describe in measurable terms the skills and knowledge to be learned while furnishing the student with a clear definition of what he must know to successfully complete the program.

The program development began in 1974. There have been several modifications since that time that enhance the original program's objectives. Two additional components were funded by the National Science Foundation and included a series of audio/slide instructional modules and an automated feedback testing system. This current year a VEA project is funding the addition of bioassay procedures in the WQM Laboratory Techniques Courses.

The overall outcome has been the establishment of a unique, competency based curriculum that successfully trains technicians to enter the field of water management.

DESCRIPTORS:

Industry-Education Cooperation
Certificate Program
Stationary Engineering

TARGET AUDIENCE:

Community Groups -
Women

Title: Project WISE

Contact person(s): Christine Persico, New York City Technical College, Division of Continuing Education, Room CE 605
Address: 300 Jay Street, Brooklyn, New York 11201
Phone: (212) 643-4560

Project WISE (Women in Stationary Engineering) was a cooperative effort of New York City Technical College, the Division of Continuing Education, the Non-Traditional Vocational Programs for Women and the International Union of Operating Engineers, Local 30. Supported by the New York State Department of Labor, WIN Program and funded by New York State CETA, the goal of Project WISE was to train twenty WIN (a social service designation) eligible women as pre-apprentices in stationary engineering. The WIN offices recruited and tested women for Project WISE. Nineteen women were selected by an interview committee representing the College, the Union, and WIN. These women received 315 hours of training in ten weeks of full time study at the College. The training consisted of refrigeration shop and theory, applied math and physics, unionization, life skills, and physical exercise. Sixteen women completed fifteen successfully.

The Union is responsible for job placement. To date, five women have been placed on stationary engineering teams, five other placements are pending, and one woman has entered an engineering technology program.

Project WISE has created a model that encourages cooperative efforts between colleges and labor unions to prepare women for successful participation in trade apprenticeship programs and non-traditional jobs.

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